



Bamford Academy

Special Educational Needs Policy 2016/17

Definition of Special Educational Needs

What Does SEND Mean?

SEND means special educational needs and disabilities. Children have a special educational need if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her (p 15 SEN Code of Practice 2014). This will be if a child of compulsory school age:

- * has a significantly greater difficulty in learning than the majority of others of the same age,

or

- * Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Disabled children and young people (p16 Code of Practice 2014)

A definition:

Many children and young people who have SEN may have a disability under the Equality Act 2010 –that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act (2010)

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post 16 institutions, local authorities and others have towards disabled children and young people:

- * They must not directly or indirectly discriminate against, harass or victimize disabled children or young people
- * They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

SECTION ONE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-15 (2014) and has been written with reference to the following guidance and documents:

- * Equality Act 2010: advice for schools DfE 2013
- * The Special Educational Needs and Disability Regulations 2014
- * SEND Code of Practice (2014)
- * Schools SEN Information Report Regulations (2014)
- * Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- * Safeguarding Policy
- * Accessibility Plan
- * Teachers Standards (2012)
- * Managing the Medical Conditions of Pupils (September 2014)

The named person who is responsible for managing the provision for SEN at Bamford Academy (SENco) is Mrs Michele Lewis. Ms Matthews is the Principal of the school.

The named Director for SEN is Mrs Jackie Kirby who can be contacted through the school office.

An annual SEN Information report will be shared with parents, carers and the Board of Directors and published on the school website.

At Bamford Academy we are clear that every teacher is a teacher of every child or young person including those with SEN. As such Bamford Academy adopts a 'whole school approach' to special educational needs, which involves all staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Mission Statement

At Bamford Academy we strive to attain excellence in a happy, caring, secure and dynamic community where we all have the opportunity to achieve our highest potential for life. We value the individuality of all our children and are committed to giving all our children every opportunity to achieve.

Values and Beliefs

At Bamford Academy education is about all learners being excited, inspired, absorbed, engaged and challenged in their learning; developing a joy to learn so that they learn to love learning.

At Bamford Academy we believe that all pupils have an equal opportunity to engage in a broad and balanced curriculum and to provide a curriculum that is relevant and accessible to the individual needs of our pupils in line with the Special Educational Needs Code of Practice (2014).

We seek to provide high quality teaching practices and procedures, aiming to ensure that all pupils with special educational needs are identified early and assessed fully and the curriculum planned to meet their needs to ensure good progress is made.

Bamford Academy is committed to working in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

ADMISSIONS

Please refer to the information in our school prospectus and our admissions policy. The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health Care Plans and those without.

SECTION TWO

AIMS

We aim to be an inclusive school and provide every child with access to a broad and balanced curriculum. This includes the delivery of the National Curriculum in line with the Special Educational Needs Code of Practice (2014). Our approach to SEN is in raising the aspirations and expectations of all pupils with SEN. Bamford Academy provides a focus on outcomes for children and young people with SEN.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of the support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENco) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils.

SECTION THREE

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Bamford Academy, we are aware of the benefits of early identification and recognize the importance of this – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

There are four broad areas of special needs:

Communication and Interaction (This includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum).

Cognition and Learning (This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia).

Social, mental and Emotional Health (This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration).

Sensory and/or Physical Needs (This includes children with sensory, multi-sensory and physical difficulties).

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Bamford Academy makes considerations to all pupils and the ‘whole pupil’ including those which may not be regarded as SEN but may still impact on the progress and attainment of a pupil such as :

- * Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- * Attendance and Punctuality
- * Health and Welfare
- * EAL (English as an Additional Language)
- * Being in receipt of Pupil Premium Grant
- * Being a Looked After Child
- * Being a child of a serviceman /woman

For a definition of SEND please refer to the definition at the start of this policy.

SECTION 4

A GRADUATED APPROACH TO SEN SUPPORT

A graduated response at Bamford Academy will be led and co-ordinated by the school SENco working with and supporting individual teachers. The changes within the new SEN Code of Practice identify a single category of SEN SUPPORT. Within this category there is a graduated response approach that is identified as:

- * 1st Response: Access to Quality First Teaching
- * 2nd Response: Pupil is highlighted in pupil Progress Meetings and closely monitored
- * 3rd Response: Record of Initial Concern, the child is discussed with the SENco / parents and may be placed on Wave 2 'SEN Support'. Parent is formally notified of their child's SEN.
- * 4th Response: If external agency support is required and further assessment identifies lack of progress Wave 3 'SEN Support+'.
- * 5th Response: If the child continues to demonstrate significant cause of concern, a request for an Education, Health and Care Plan will be made to the Local Authority.

However, if the child makes progress at any stage then they can be moved to a more appropriate level of support to suit their needs. We view the SEN register as a flexible process, which is there to support the needs of the child at any time in their education.

Quality First Teaching

Making higher quality teaching normally available to the whole class is likely to mean fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement through quality first teaching. All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. It may include additional general support by the teacher or a teaching assistant to address any difficulties or gaps that emerge in the course of their learning.

At Bamford Academy, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

2ND RESPONSE

Summative teacher assessments are completed on a termly basis and each pupil's progress is tracked using the school management information system (SIMS) and discussed in termly Pupil Progress Meetings. This is a meeting where the class teacher meets with a senior /middle leader to discuss the progress of pupils in their class. This shared discussion may highlight any potential issues for any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries. This is one strategy used to identify potential SEN. This is characterized by progress which :

- * Is significantly slower than that of their peers starting from the same baseline
- * Fails to match or better the child's previous rate of progress

- * Fails to close the attainment gap between the child and their peers
- * Widens the attainment gap

This includes progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention and adjustments and good personalized teaching (pg. 88 Section 6.37) we therefore operate within this framework.

Once a pupil has been identified by their class teacher as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

3RD RESPONSE

If the child continues to make less than expected progress with additional support provided by the class teacher, the class teacher will complete a Record of Initial Concern and discuss this with the SENco for support and advice. It may be appropriate to observe the child in class. A meeting will be set to discuss these concerns with the child's parent and agree desired outcomes.

SEN Support

Where it is determined that a pupil does have SEN, (ie. that the provision needed to achieve the desired outcomes is additional to or different from the school's core offer) the parent will be formally notified and the child will be added to the SEN register as Wave 2 SEN Support. We will record, in a SEN Support Plan, the strategies used to support the child. The SEN Support Plan will show the baseline from which the child is starting and the desired short term outcomes, and the teaching strategies and targeted intervention required to achieve the outcomes.

The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four part process:

- * Assess
- * Plan
- * Do
- * Review

This is an ongoing cycle to enable the provision to be monitored, impact assessed

and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

ASSESS

- * School staff will work alongside the SENCo and the child's parents to analyse the pupil's needs using the class teacher's assessment (this will include formal school Reading (PIRA) and Mathematics (PUMS) tests), experience of working with the pupil, details of previous and current progress and attainment, comparisons with peers and views pupils and outside agencies.
- * Any parental concerns will be noted and discussed.
- * Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are appropriate
- * More specialized information from external agencies may be called for where they are not currently involved if this is felt to be appropriate, following agreement from parents.

PLAN

- * Planning will involve consultation between the teacher, SENCO and parents to agree the desired outcomes, the interventions and support to be put in place; the impact on progress, development and / or behaviour that is expected and a clear date for review. These SEN Support Plans will also be sent home and will encourage and include how both the parents and the child can support their development outside of school.
- * All staff working with the pupil, will be informed of their individual needs (including medical), strategies that the child responds to and intervention programmes in place.

DO

- * The class teacher remains responsible for working with the child on a day to day basis. Class Teachers have responsibility for planning, monitoring interventions, and liaising with support staff. Teachers will support Teaching Assistants with assessing and reviewing the impact of the support.
- * Additional support and assessment of a pupil's needs will be provided by the SENCO. The SENCO may seek advice from external agencies if appropriate.

REVIEW

- * A child's progress will be regularly reviewed and the impact of support on the desired outcomes will be evaluated. The quality of support will also be monitored and reviewed regularly –this will be recorded on the school termly monitoring overview. If a child has a SEN Support Plan this will be discussed and reviewed with parents on a termly basis or as the desired

outcomes have been achieved.

- * Child's views and where necessary the parents views will be taken into account. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.
- * If the SEN Support Plan review or the child's rate of progress is slower than expected, the the SENCO may seek support from outside agencies: in these cases, we will consult parents prior to any support being actioned. This may lead to additional strategies that are different from those being used in Wave 2 intervention. This enhanced level of support is called Wave 3 intervention. These additional strategies will be included in the child's SEN Support Plan.
- * Pupil progress is reviewed with parents on a termly basis or as the need arises through written termly reports. These provide discussion points for Parent – Teacher Consultation meetings.

5TH RESPONSE

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

- * If a child has lifelong or complex difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
- * The application for an Education, Health and Care Plan will combine information from a variety of sources including:
 - * Teachers / SENCO
 - * Parents
 - * Social Care
 - * Educational Psychologist / Clinical Psychologist (if appropriate)
 - * Rochdale Additional Needs (RANs)
 - * Health Professionals – CAMHS, School Health, Paediatrician, Speech and Language Therapy

Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health, social care about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Rochdale SEND Local Offer.

Parent Partnership is a service available for parents/carers of children with SEN to seek advice and support regarding any aspect of Special Needs, including EHC plans. They can be contacted at 0161 654 4367.

EDUCATION , HEALTH AND CARE PLANS [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Rochdale Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

SECTION 5:

WORKING IN PARTNERSHIP WITH PARENTS AND FAMILIES

Bamford Academy believes that a close working relationship with parents is vital in order to support those children with special educational needs. Parents have much to contribute to support our children with SEND through an open and honest ongoing dialogue.

We believe it is essential to work closely with parents to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The school website contains details of our SEND Information Report.

We have termly meetings through Parent – teacher Consultation meetings to share the progress of SEN children with their parents. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child,

and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

SECTION 6:

ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Regular training and learning opportunities for staff on the subject of SEND and SEN teaching are provided both in school, through the Local Authority and outside providers. Staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. Planning identifies how children working outside the learning objectives will have the lesson objectives and delivery matched to their current needs.

SECTION 7

INCLUSION OF PUPIL WITH SEND

The Headteacher, Inclusion Leader and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through referrals following an identification of further strategies. Advice will be sought, where it is required, from the Fair Access Team at Rochdale Local Authority for children who have behavioural concerns. Where a behavioural incident warrants exclusion, the school has a duty to inform this service and will also seek support from the TSS panel.

SECTION 8:

EVALUATING THE SUCCESS OF PROVISION

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through annual parent and pupil questionnaires, discussion and through parental comments to termly reports and parents consultation evenings.

At Bamford Academy the SENCO completes regular monitoring to track the SEN pupils to ensure progress is being made.

Examples of monitoring completed includes:

- * SEN Support Plan monitoring (termly)
- * TA observations / walk rounds (termly)
- * Intervention evaluations (termly)
- * Pupil Progress (termly)
- * Data Analysis of pupil groups
- * Parent views
- * Pupil Views
- * Staff views

- * SEN Governor views

SECTION 9 :

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Principal or SENCO, who will be able to advise on formal procedures for complaint.

SECTION 10

TRAINING AND RESOURCES

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN, particularly the needs of pupils within their class.

The SENCO attends relevant SEN courses, SEN network meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

SECTION 11

LINKS TO SUPPORT SERVICES

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Bamford Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- * Rochdale Education Psychology Service
- * Rochdale Additional Needs
- * Health Services such as Occupational Health and Speech and Language Service
- * Fair Access Team
- * Social Services
- * Specialist Outreach Services

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